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ABSTRACT

This document from the Virginia Department of Education reports on a project to enable public schools to meet requirements of two laws. The first law required public schools to emphasize instruction on the documents of Virginia and United States history and government. The second requested that all public schools be urged to display copies of the Bill of Rights of the Constitution of the United States in commemoration of the bicentennial anniversary of its ratification. The Board of Education was directed to ensure that students be thoroughly knowledgeable about the significance of documents of history, with an emphasis on instructing students on the inherent rights included in these documents; the most significant of The Federalist Papers; the historical, political and cultural shaping of such documents, and their application to daily living. Virginia Standards of Learning objectives for social studies provide a focus on instruction of historical documents at grades five, seven, and eleven. This report discusses two documents developed to further assist school divisions in implementing these objectives. The first, "Documents and Symbols of Democracy" is an instructional book for Virginia students on the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, the Declaration of American Independence, the Constitutions of the United States and Virginia, and national and state symbols. The second publication was written to assist teachers as they prepared instructional and assessment activities to help students understand the documents of Virginia and U.S. history. Appendices which comprise about three quarters of the document include: (1) a copy of Senate Joint Resolution No. 187; (2) a copy of House Joint Resolution 288; (3) a copy of Superintendent's Memorandum No. 168; (4) "Documents and Symbols of Democracy" (because of length not physically included); (5) "Lessons on Documents and Symbols of Democracy" (because of length not physically included; and (6) a 23-item ERIC bibliography on the use of historic documents in classroom instruction. (DK)

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REPORT OF THE
DEPARTMENT OF EDUCATION

Emphasis on the Instruction on the Documents of Virginia and United States History and Government

TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA

SENATE DOCUMENT NO. 3

COMMONWEALTH OF VIRGINIA
RICHMOND
1993

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PREFACE

The 1991 General Assembly, at the request of chief patron, Senator Daniel W. Bird, Jr. (D/Bland, Giles, Pulaski, Tazewell and Wythe Counties) passed Senate Joint Resolution 187 requesting the Board of Education to require public schools to emphasize instruction on the documents of Virginia and United States history and government.

The 1991 General Assembly, at the request of the Speaker of the House of Delegates, A. L. Philpott (D/Henry County and Martinsville), also passed House Joint Resolution 288 requesting that all public schools in the Commonwealth be urged to display copies of the Bill of Rights of the constitution of the United States in commemoration of the bicentennial anniversary of its ratification.

A project team was organized by the Department of Education to develop a plan to address the requirements of SJR 187 and HJR 288. The team was made up of the following department staff members:

Joyce Faye White, Associate, Instructional Technology, Adolescent Education

Harvey R. Carmichael, Lead, Social Studies, Pre and Early Adolescent Education

The project team acknowledges the contributions of Frederick D. Drake, History Education Specialist in the Department of History at Illinois State University, for his work toward producing *Lessons on Documents and Symbols of Democracy*, a set of lesson plans for teachers in Virginia.

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EXECUTIVE SUMMARY

In response to a request by the 1991 General Assembly, the Department of Education has assisted public schools in emphasizing instruction on the documents of Virginia and United States history and government as stipulated in Section 22.1-201, Code of Virginia, and encouraged each school to display the Bill of Rights of the Constitution of the United States in commemoration of the bicentennial anniversary of its ratification.

The Board of Education was directed to ensure that students be thoroughly knowledgeable about the significance of these documents of history, with an emphasis on instructing students on the inherent rights included in these documents; the most significant of the Federalist Papers, the historical, political and cultural shaping of such documents, and their application to daily living.

The Virginia Standards of Learning objectives for Social Studies provides a focus on instruction of historical documents at grades five, seven, and eleven. Two documents were developed to further assist school divisions in implementing these objectives, and are available to address the issues identified in SJR 187 and HJR 288.

The first, *Documents and Symbols of Democracy*, is a 92-page revision of a 1982 book (out of print) of the same name produced by the Department of Education. This is an instructional book for Virginia students on the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, the Declaration of American Independence, the Constitution of the United States of America, (the Constitution of Virginia) national and state symbols.

The second publication, *Lessons on Documents and Symbols of Democracy,* was written to assist teachers as they prepared instructional and assessment activities to help students understand the documents of Virginia and United States history. This 225 page book includes lessons for students and lesson plans for teachers.

A careful review of the project budget (in excess of $70,000), led the Department of Education management team to the difficult decision to delay full implementation of the project until funds are available to cover printing and distribution costs.

As an interim step, Superintendent's Memorandum No. 168 (Appendix C) was sent to all local school division superintendents urging them to display in classrooms copies of the Bill of Rights of the Constitution of the United States, and reminding them that instructional emphasis on the documents of Virginia and United States history and government is addressed through the Standards of Learning Objectives for Social Studies at grades five, seven, and eleven. Other strategies developed to implement SJR 187 and HJR 288 will be described in Chapter III of this report.

CHAPTER I: *DOCUMENTS AND SYMBOLS OF DEMOCRACY*

Section 22.1-201 of the Code of Virginia stipulates that the Declaration of American Independence, the general principles of the Constitution of the United States, the Virginia Statute of Religious Freedom, and the Virginia Declaration of Rights shall be thoroughly explained and taught by teachers to pupils in both public elementary and secondary schools. The Standards of Learning Objectives for Social Studies supports the teaching of these historical documents in grades five, seven, and eleven.

To assist Virginia educators in the implementation of this requirement, *Documents and Symbols of Democracy* (Appendix D), a publication which highlights those historical documents cited in the Code of Virginia, as well as other national and state documents and symbols, was prepared in 1982 to serve as a resource booklet for teachers and students. The foreword of the 1992 revision states the intent of the book:

> "State law requires that the following great documents shall be taught to all pupils in the public schools of the Commonwealth of Virginia: The Declaration of American Independence, the Virginia Statute of Religious Freedom, the Virginia Declaration of Rights, and the general principles of the Constitution of the United States. Emphasis shall be given to the citizenship responsibilities inherent in the rights included in these documents. It is also required by statute that all pupils shall be instructed in the history of the United States flag and the Virginia flag and in the principles for which they stand.
>
> The documents referred to above, the United States flag and the Virginia flag, are symbols of principles and ideals which are fundamental to the American system of freedom under law and its perpetuation. It is our duty and privilege to instruct all public school pupils in our American heritage. Each citizen has the duty to honor this heritage and to transmit it to succeeding

generations.

> This publication is prepared with the hope that by studying these great documents and symbols pupils may better understand and appreciate their responsibilities as citizens of this state and nation."

The1982 edition of *Documents and Symbols of Democracy* was well received by teachers and pupils throughout the Commonwealth. Requests continue to come to the department for copies of this booklet. The project team has prepared a revision of this book in response to these requests.

GRADES IN WHICH THE DOCUMENTS ARE TAUGHT

Political awareness and the formulation of political attitudes and values begins early in the life of each individual. The development of these attitudes and values is influenced by home and community contacts, and by the school. While these documents probably cannot be analyzed in a comprehensive manner in the primary and early elementary grades, experiences which convey the spirit of the documents can be provided at all grade levels. A careful study of the documents by primary and early elementary school teachers is recommended so that experiences which are suitable for young children can be provided.

The seventh grade provides an opportunity for more detailed study of the documents. The Declaration of American Independence, the Virginia Declaration of Rights, and the Virginia Statute of Religious Freedom should be studied as integral parts of instruction in Virginia history and government. In addition to the study of the historical development of the documents, emphasis should be given to the fundamental principles involved and their application to the present.

Required courses in Virginia and United States history and Virginia and United States government provide additional opportunities for instruction about the Declaration of American Independence, the Virginia Declaration of Rights, the Constitution of the United States, and the

Virginia Statute of Religious Freedom. Instruction at this level should not merely repeat what has been taught in earlier grades, but should be planned to help students develop a rich understanding of and appreciation for the significance of the ideas expressed in these documents.

CHAPTER II: LESSONS ON DOCUMENTS AND SYMBOLS OF DEMOCRACY

Lessons on Documents and Symbols of Democracy, (Appendix E) a compilation of lesson plans highlighting student activities, was developed to work in concert with *Documents and Symbols of Democracy*. This publication is designed to enrich students' understanding of four documents - the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, the Declaration of American Independence, and the Constitution of the United States. There are 24 original lessons for students, each accompanied by instructional strategies use by for teachers.

Each section of *Lessons on Documents and Symbols of Democracy* consists of eight lessons related to the four documents for students at grades five, seven, and eleven. For each document there are two lessons per grade level. The lessons are organized in this manner so as to help students meet the requirements stipulated in the Code of Virginia and addressed through the *Standards of Learning Objectives for Social Studies* at grades five, seven, and eleven. Teachers, however may use ideas and approaches developed in all three grade levels at any level of instruction.

It is important to note that these lessons are not intended as a comprehensive presentation about the four documents. Rather, they are only one of many resources which might be used by teachers to help students understand the four documents and to appreciate the importance of these documents in the history of Virginia and of the United States.

The goals underlying Lessons on Documents and Symbols of Democracy are to help students understand the origin of each document and the principles expressed therein. Moreover, students are expected to apply knowledge and understanding of fundamental concepts inherent in each document and to recognize the influence the documents' ideals have had relative to democracy and citizenship in the United States and countries throughout the world.

CHAPTER III: IMPLEMENTATION OF SJR 288 AND HJR 187

Although printing of the two books described in Chapters I and II has been delayed due to budget constraints, the Department of Education has implemented the intent of SJR 288 and HJR 187 through its work in local school divisions.

A memorandum was sent to all school division superintendents (Supts. Memo No. 168, Appendix C), urging them to display in the classroom copies of the Bill of Rights of the Constitution of the United States, and reminding them that instructional emphasis on the documents of Virginia and United States history and government is required by the Code of Virginia (Section 22.1-201) and that they are addressed through the Virginia Standards of Learning Objectives for Social Studies at grades five, seven, and eleven. In addition, bibliographic listing (Appendix F) of selected ERIC documents related to classroom use of primary sources, such as historical documents, was sent to all social studies curriculum specialists and supervisors. A list of free instructional materials available upon request from the Commission on the Bicentennial of the United States Constitution and Bill of Rights was also made available to all school divisions. These free materials included bulletin board display materials, history booklets, and listings of related commemorative events.

Addtional activities coordinated by the project team include:

• "History Online" - This computer program became operational during November, 1991. Teachers and students in local schools with modem/computer capabilities are able to address questions about historic documents and the related time period to individuals portraying George Mason, Thomas Jefferson and James Madison. The historic sites of Gunston Hall and Montpelier, along with Dr. Glen Bull of the University of Virginia are partners in this project and will provide answers in the character of the three historic gentlemen to the questions via VaPEN (Virginia Public Education Network).

• Selected multimedia (video disc and computer based) materials on

historical documents are under review in Hampton City Schools. The results of this review were presented as one of the featured segments of an interactive video teleconference on May 4, 1992. Suggested applications for history and social studies teachers and students were discussed.

• The Computer Learning Foundation, at the request of the department, included a visual arts contest related to the anniversary of the Bill of Rights as a part of Computer Learning Month national activities. Virginia schools were provided information about this contest and encouraged to participate. Two entries were presented during the video teleconference cited above.

• Department of Education staff participated in a teleconference with Fairfax County Public Schools and Gunston Hall. The purpose of the broadcast was to provide teachers and specialists with information about George Mason, the Virginia Bill of Rights, and related programs and materials offered by the department and Gunston Hall.

APPENDICES

Appendix A

Senate Joint Resolution 187

SENATE JOINT RESOLUTION NO. 187

Requesting the Board of Education to require public schools to emphasize instruction on the documents of Virginia and United States history and government, and to ensure that students are thoroughly knowledgeable of their significance.

Agreed to by the Senate, February 4, 1991
Agreed to by the House of Delegates, February 15, 1991

WHEREAS, the gravity of international events and monumental changes in the geopolitical structure throughout the world over the past decade have given us reason to acknowledge and express appreciation anew for the rights and privileges afforded us by our system of government; and

WHEREAS, the rights and privileges which we enjoy in this nation are those which have been extended to us through the lives, labor and sacrifices of generations before us; and

WHEREAS, we, too, have a trust to protect this great heritage, "to establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty for ourselves and our posterity;" and

WHEREAS, the history of this Commonwealth is inextricably related to the history of this nation and interwoven throughout the fabric of our society; and

WHEREAS, Virginia and the United States have entered into relationships with other nations with different cultures and forms of government, and many brave Virginians are serving this nation honorably in the Middle East to protect our great heritage and human rights throughout the world; and

WHEREAS, unfortunately, recent studies of our youth regarding their knowledge of history and literature reveal an alarming and shameful dearth in their knowledge of the basics of human civilization and achievements, other cultures, geography, political philosophies, the role of government, United States and Virginia history and government, the historical documents of Virginia, the history and significance of the fundamental documents and principles central to United States government, and the responsibilities and rights of citizenship; and

WHEREAS, it is imperative that our youth understand and appreciate their role as citizens in a republic and the functioning of a democracy if they are to assume the responsibilities of adulthood, citizenship, parenthood and meet the challenge of leadership in the Commonwealth, our nation, and the world; and

WHEREAS, one responsibility of public education is to prepare youth for citizenship, and § 22.1-201 of the Code of Virginia requires "the thorough instruction and explanation of the Declaration of American Independence, the principles of the Constitution of the United States, the Virginia Statute of Religious Freedom, and the Virginia Declaration of Rights, and that emphasis be given to the citizenship responsibilities and inherent rights included in these documents to pupils in the public elementary and secondary schools"; and

WHEREAS, understanding the ideas and ideals of our Republic is "the minimal requisite for intelligent citizenship in this nation," and essential to the perpetuation of the freedoms and continuity of government indispensable in a democracy; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the Board of Education is requested to require public schools to emphasize instruction on the documents of Virginia and United States history and government, and to ensure that students are thoroughly knowledgeable of their significance. The Board shall require that the provisions of § 22.1-201 of the Code of Virginia be fully implemented in the public schools of the Commonwealth, and that emphasis be placed on instructing students on the inherent rights included in these documents, as well as the most significant of the Federalist Papers, the historical, political and cultural shaping of such documents, and their application to daily living. The Board of Education shall require, pursuant to § 22.1-201 of the Code of Virginia, that all students demonstrate knowledge and understanding of these documents, the responsibilities and rights of citizenship and the historical, political and cultural milieu regarding the development of these documents by written examination and such other evaluation as the Board may determine appropriate.

The Board shall consult with and seek the participation of eminent scholars who have been recognized for their expertise in and contributions to Virginia and United States history and government, Constitutional law, and education and political science, in the development of appropriate supplemental instructional materials or a compilation of such approved materials and resources, and guidelines to ensure the full implementation of the instructional program mandated by § 22.1-201 of the Code of Virginia.

The Board of Education shall complete its work in time to submit its report on the full

implementation of § 22.1-201 of the Code to the Governor and the 1992 General Assembl in accordance with the procedures of the Division of Legislative Automated Systems for th processing of legislative documents.

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Appendix B

House Joint Resolution 288

GENERAL ASSEMBLY OF VIRGINIA--1991 SESSION

HOUSE JOINT RESOLUTION NO. 288

Urging Virginia's public schools to display copies of the Bill of Rights.

Agreed to by the House of Delegates, January 29, 1991
Agreed to by the Senate, February 12, 1991

WHEREAS, the first ten amendments to the Constitution of the United States, collectively known as the Bill of Rights, form the very basis for the concepts of individual liberty and human rights in this country; and

WHEREAS, the Bill of Rights, proposed by Congress in 1789, was ratified on December 15, 1791, when Virginia became the eleventh state to approve the amendments; and

WHEREAS, 1991 is the bicentennial anniversary of the ratification of this most noble and crucial of national documents; and

WHEREAS, among the many duties of the Commonwealth's public schools, certainly one of the most important is identifying the source of our most basic freedoms and instilling in students knowledge of and respect for the Constitution, the Bill of Rights, and the men who created them; and

WHEREAS, despite its 200 years, the Bill of Rights remains remarkably ageless and apropos, affecting our lives daily, and a clear understanding of its importance by our younger generations is not only appropriate but also indispensable to its continued survival; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That all public schools in the Commonwealth be urged to display copies of the Bill of Rights of the Constitution of the United States in commemoration of the bicentennial anniversary of its ratification.

Appendix C

Superintendents' Memorandum No. 168

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P. O. BOX 6-Q
RICHMOND, VIRGINIA 23216-2060

SUPTS. MEMO. NO. 168
NOVEMBER 20, 1991

INFORMATIONAL

TO: Division Superintendents

FROM: Joseph A. Spagnolo, Jr.
Superintendent of Public Instruction

Ida J. Hill
Deputy Superintendent for Student Services

SUBJECT: Senate Joint Resolution 187 and House Joint Resolution 288 Requesting the Board of Education to Emphasize the Documents of History and to Display the Bill of Rights

The 1991 General Assembly agreed to Senate Joint Resolution 187 requesting the Board of Education to require public schools to emphasize instruction about documents of Virginia and United States history and government as stipulated by section 22.1-201 of the Code of Virginia. The General Assembly also passed House Joint Resolution 288 requesting that all public schools in the Commonwealth be urged to display copies of the Bill of Rights in commemoration of the bicentennial anniversary of its ratification of that historic document.

In response to the action by the General Assembly, the Department of Education is issuing this memorandum. The Department recommends that the history/social studies specialist/supervisor for each school division review the curriculum to insure that proper attention is given to the following:

- the Virginia Standards of Learning for history/social studies;
- the importance and current relevance of key historic documents;
- the use of historical documents and associated references as resource materials for instruction;
- access to and display of significant documents; and
- the Bicentennial Anniversary of the ratification of the Bill of Rights of the Constitution of the United States.

To further address the requests of the legislative resolutions, the Department has initiated a new service for teachers and students on the state's electronic network - VA.PEN. "History Online" is now available over VA.PEN. We hope that all teachers will be encouraged to use this source of information for activities with students in grades 5, 7, and 11. Students and teachers may post questions to "Mr. Jefferson," "Mr. Madison," or "Mr. Mason." A reply will be sent via VA.PEN to the students from persons at Gunston Hall, Montpelier, and the University of Virginia. The purpose of this project is to provide teachers and students with a source of information, given in the character of the time period, regarding the persons, issues, and documents of United States and Virginia history/government for the years between 1750-1800.

If you have any questions regarding this information, please contact Joyce Faye White at (804) 225-2958 or Harvey Carmichael at (804) 225-2836.

JASJr/IJH:fc

Appendix D

Documents and Symbols of Democracy

Because of the length of this item, it is not included in this report but is available at the Department of Education in the office of Harvey R. Carmichael; tel. 804/ 225-2836

Appendix E

Lessons on Documents and Symbols of Democracy

Because of the length of this item, the 225+ page book is not included in this report but it is available at the Department of Education in the office of Harvey R. Carmichael; tel. 804/225-2836

Attached is the Table of Contents and Lessons and Concepts to provide an overview of the book.

LESSONS ON DOCUMENTS AND SYMBOLS OF DEMOCRACY
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LESSONS AND CONCEPTS

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DOCUMENTS	CONCEPTS
Virginia Declaration of Rights	Ideals; Rights; Rule of Law
Virginia Statute of Religious Freedom	Established Church; Freedom of Religion; Dissenters
Declaration of Independence	Quality: Rights
Constitution of the United States	Limited Government; Separation of Powers; Compromise; Conflict

GRADE SEVEN

Virginia Declaration of Rights	Natural Rights; Rule of Law; Limited Government; Responsibilities
Virginia Statute of Religious Freedom	Established Church; Separation of Church and Government; Equality Under the Law; Freedom of Religion
Declaration of Independence	Natural Rights; Higher Law; Limited Government; Change
Constitution of the United States	Constitution; Republican Government; Framers; Separation of Powers; Rights and Liberties; Federal System

GRADE ELEVEN

Virginia Declaration of Rights	Natural Rights; Republican Government; Limited Government
Virginia Statute of Religious Freedom	Established Church; Freedom of Religion; Tolerance; Liberty of Conscience; Separation of Church and State; Natural Rights; Republican Government; Equality Under the Law
Declaration of Independence	Constitutional Rights; Natural Rights; Republican Government; Natural Law; Social Contract; Compromise; Conflict
Constitution of the United States	Rights; Liberties; Separation of Powers; Extended Republic; Rule of Law; Limited Government; Republican Government

Appendix F

Bibliographic listing on the use of historic documents in classroom instruction

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 6-Q
RICHMOND 23216-2060

December 23, 1991

TO: History/Social Studies Curriculum Specialist/Supervisor

FROM: Harvey Carmichael, Principal Specialist
Joyce Faye White, Associate Specialist

SUBJECT: Bicentennial of the Bill of Rights

The 1991-92 school year continues to be full of activities and information to celebrate the bicentennial of the Bill of Rights. The Virginia State Legislature passed a joint resolution calling for a renewal of our efforts to use historic documents and primary resources in classroom instruction, and to display copies of important documents.

To support this legislation, the department issued a superintendents memorandum (#168 on November 20, 1991). In follow-up to this memorandum, a selected bibliography of articles on historic document instruction is enclosed. The ERIC document/journal number is listed to assist you in locating these references through a library with an ERIC collection on microfiche, or as an order from ERIC.

If you or any of your teachers need materials on the Bill of Rights for classroom instruction or display, please call 202/USA-1787, or write to 808 17th St.,N.W., Washington, D.C. 20006. The Commission on the Bicentennial of the United States Constitution will send you a packet of materials. Included in the packet are information booklets, posters, and lists of related activities.

A new instructional tool for teachers and students was started by the department on November 15, 1991. "History Online" is a bulletin board and conference group on the state's network - VaPEN. Students, working with their teachers, develop questions which they would like to be able to go back in time and ask George Mason, James Madison, and/or Thomas Jefferson. Teachers post the questions on the network for students. Specialists at Gunston Hall, Montpelier, and the University of Virginia answer the questions in character. A group of high school students may wish to informally debate another group of students in a different region of the state on a rights issue over the online system.

Some of your students entered the Computer Learning Foundation contest this fall. We have received copies of the student produced computer-generated video cassette productions on the Bill of Rights. We hope that we will have a Virginia class among the national contest winners. The final results will be announced in the spring of 1992.

If you have questions concerning any of the above information, please contact:

Harvey Carmichael - 804/225-2836

Joyce Faye White - 804/225-2958

TEACHING RESOURCES RELATING TO THE USE OF HISTORIC DOCUMENTS
AND ORIGINAL SOURCE MATERIAL IN K-12 HISTORY COURSES

The following are selected items from ERIC documents and journals. The ERIC identification/accession number ("ED..." or "EJ...") is included for your reference and access to these items in any school, college, or public library which has the ERIC collection.

Accession Number: ED319640
AUTHOR: Agresto, John
TITLE: Teaching "Federalist #10": A Lesson Plan for High School Teachers.
YEAR: 1989
ABSTRACT:
This national pilot project was designed to determine if telecommunications is an effective tool for teacher training and mentoring. The project envisions telecommunications as a means for teachers to have an ongoing dialogue with colleagues and experts worldwide, using a computer network. Teachers access documents and materials, take part in on-line forums, and contribute materials. Seven schools representing six states participated in the first phase of the project with 14 teachers, superintendents, principals, social studies supervisors, and computer coordinators. The evaluation showed respondents felt the project was helpful to them in terms of teacher to teacher mentoring and that computer networking can play an important role in education. The School of Education computer network at Boston University, SCHOLE, which can be accessed with any personal computer equipped with a modem, was used in the project. The five page lesson plan on teaching Federalist #10 that was used in the project is included, along with a description of SCHOLE. (NL)
NOTE: National Center for America's Founding Documents, School of Education, Boston University, 605 Commonwealth Avenue, Boston, MA ($1.50).

Accession Number: ED326460
AUTHOR: Biermann, Melanie And Others
TITLE: Madison, Montpelier, and the Constitution: A Field Trip Experience for Students. Secondary Program.
YEAR: 1990
ABSTRACT:
The life of James Madison, the "Father of the Constitution," and his role in U.S. history are discussed in this guide to an educational program designed to acquaint students with Madison prior to a class field trip to his home, Montpelier. An essay on Madison and the Constitution is included, as well as a vocabulary list, a historic timeline, and a selected bibliography. The guide to the participatory house tour of Montpelier, "I was There!," is designed to allow students to meet, through role-playing situations, eight people who influenced Madison's life and political principles. A cast of characters and scripts to be used in this exercise are included in the document. Ten activity sheets, and appendices containing highlights from the Constitution and Bill of Rights also appear. All scripts, vocabulary lists, timelines, maps, activity sheets, and Constitutional materials for students are provided. Details for arranging a field trip to Montpelier also are included. (DB)
NOTE: For the elementary and middle school programs, see SO 030 056-057.

Accession Number: ED273547
AUTHOR: Burroughs, Wynell G., Mueller, Jean West
SOURCE: Prologue (v17 p172-180 Fall 1985)
YEAR: 1985
ABSTRACT:
In response to the concern for the spreading constitutional and historical ignorance of students, the essay outlines the development of an instructional unit on the Constitution based on selected and personal documents. Covering a development period of approximately 1.5 years, the essay traces the step-by-step efforts of the National Archives to develop a supplemental teaching unit on the Constitution. The process included examining existing material packets; reviewing the professional literature; surveying current

textbooks' handling of the Constitution; consulting archivists; selecting key documents; tracing the development of a single constitutional issue; and overcoming the problems of researching and writing the unit. Realizing few teachers will use the 35-document unit in its entirety, the aim of the Constitutional Packet as conceived by the National Archives is to enable students to better understand and appreciate the Constitution, to enliven the key figures in its history, to demonstrate its impact upon their lives, and to realize that the Constitution is a living document. (TRS)

Accession Number: ED328506
AUTHOR: Carey, George
TITLE: Publius and the Contemporary Court.
YEAR: Sep 1990
ABSTRACT:
The proper role and function of the Supreme Court in the United States' system of government has been a matter of great controversy in recent years. "The Federalist Papers," specifically the documents written by "Publius," have much insight to contribute to this debate. In "Federalist #78," Publius makes the case for the power of judicial review, the power to nullify acts of the legislature that are contrary to the provisions of the U.S. Constitution. This is a significant power to rest in the hands of the Supreme Court, yet Publius sees the proper role of judges as quite circumscribed--limited to the enforcement of the constituent will of the people as that will finds expression in the Constitution. Publius's constitutional morality thus distinguished between "judgment" and "will," with will and its decision making according to subjective preferences being the peculiar province of the legislature--a place forbidden to courts. By examining the views of Publius, citizens see that the judicial activism of recent decades rests upon a fundamentally different view of the responsibilities and powers of the nation's institutions, particularly the judiciary. One concern that stands out above all others is whether judicial activism of any variety is compatible with the republicanism bequeathed to the nation by the Founding Fathers. (DB)
NOTE: Paper presented at the Symposium: The Federalist Papers. (Cambridge, MA, September 17, 1990). For a related document, see SO 030 465.

Accession Number: ED274609
AUTHOR: Dewey, Donald O.
TITLE: James Madison's "Public" As Interpreter of the Constitution.
YEAR: Oct 1986
ABSTRACT:
James Madison's thoughts on various interpretations of the Constitution maintain that public opinion is the ultimate method of legitimizing the document. The Constitution must prevail against mere public opinion, but public opinion may be used to establish the meaning of the Constitution when conflicting interpretations exist. The public good and the public will determine the outcome of conflicts. The issue of internal improvements provided the foundation for Madison's belief that the majority could interpret the Constitution as it willed and could give Congress additional powers. The constitutional amendment process is the solution to the problem; however, Madison believed that the public will was a legitimate, but potentially harmful interpreter of the document. Though his true conception of the public's right to amend is somewhat difficult to determine, Madison hoped that the national will would be expressed by official amendments to the Constitution rather than by interpretation of it. His contradictory use of public will as constitutional interpreter is illustrated by his contrasting conclusions on the national bank and internal improvements issues; he approved the former and vetoed the latter. Madison seems to have felt that he could give in to public opinion when there was an absolute need for certain legislation, but when the need was less pressing, he would hold out for an amendment. In time, it was the United States government (Congress, the Supreme Court, and the President) which would decide when public demands are important enough to justify foregoing the amending process. (TRS)
NOTE: Paper presented at the Roundtable Meeting on the Constitution in the Education of Citizens (Gary, IN, October 9, 1986).

Accession Number: EJ369559
AUTHOR: Feinberg, Stephen
Title: Connections between the Declaration of Independence and the U. S. Constitution.
SOURCE: Social Studies Review (v27 nl p14-17 Fall 1987)
YEAR: 1987
ABSTRACT:
Discusses a teaching unit which enables high school students to see the connections between the specific grievances listed in the Declaration of Independence and the structural prohibitions in the U. S. Constitution. Predicts that 27 grievances will be identified as students become more familiar with these two documents. (GEA)
NOTE: UMI

Accession Number: EJ353169
AUTHOR: Ferguson, Barbara
TITLE: Guidelines for Using Documents in U. S. History.
SOURCE: Review (v23 nl p35-38 Spring 1987)
YEAR: 1987
ABSTRACT:
Proposes several guidelines for using documents in U. S. history classes. Emphasizes that any document used must enhance the instruction of a specific unit or lesson objective. Offers a model for using primary source documents in the classroom. (RKM)

Accession Number: ED258876
Title: John Peter Zenger and the Freedom of the Press: 250th Anniversary, 1735-1985.
YEAR: 1985
ABSTRACT:
This booklet accompanies the New York State Library exhibit of material related to the trial of John Peter Zenger. This 1735 trial established the legal precedent giving juries the power to decide libel suits. Labeled "the germ of American freedom," the trial was an important step in the development of American concepts of free speech and a free press. Complementing the exhibit and suitable for use in schools, this booklet includes a reprint of an article from the New York State Museum's publication "Naho" that gives an explanation of the trial, a bibliography of books and articles about the trial, information about trial proceeding documents held by the State Library, a summary of manuscript and archival sources, an explanation of the New York State Newspaper project that seeks to preserve the American heritage through newspaper conservation, and an overview of the State Library Services. (Author/IS)

Accession Number: EJ411076
AUTHOR: Little, Cynthia J.
TITLE: Larry Devine: West Philadelphia High School.
SOURCE: OAH Magazine of History (v4 n3 p36-37 Summer 1989)
YEAR: 1989
ABSTRACT:
Describes the way in which a social studies chairman has used document-based lessons to encourage the use of primary sources in high school U. S. history classes. Lessons are designed to enable students to examine how national events are played out locally. (RW)

Accession Number: EJ394400
AUTHOR: Lutz, Donald S.
TITLE: The Changing View of the Founding and a New Perspective on American Political Theory.
SOURCE: Social Science Quarterly (v68 n4 p669-86 December 1987)
YEAR: 1987
ABSTRACT:
States that viewing the U. S. Constitution in terms of the late 1700's pamphlet literature, the major documents of the foundation, colonial political documents, and the works of European political theorists

can lead to a new perspective on the founding period. Points out that the old perspective is still being used in high school U. S. history textbooks.
(Author/LS)
NOTE: UMI

Accession Number: EJ353161
AUTHOR: Murphy, Paul L.
TITLE: The Constitution in the Twentieth Century.
SOURCE: International Journal of Social Education (v2 n12 p44-59 Spring 1987)
YEAR: 1987
ABSTRACT:
Investigates the development of the United State Constitution in the twentieth century up to and including the Burger Court. Contends that interpreting the Constitution is an important issue of our times. Consequently argues that we should teach students about the development of this document. (RKM)
NOTE: UMI

Accession Number: ED319653
AUTHOR: New, Thomas
TITLE: A Resource Text for American History.
YEAR: 1990
ABSTRACT:
This resource text was designed to provide suggestions and ideas that might be helpful in developing an advanced placement/honors U. S. history course. It opens with tips on teaching essay skills, sample essay examinations, strategies for incorporating essays into lesson plans, document-based question guidelines/hints, and strategies for grading essays. Eighteen selected lecture outlines cover such topics as the key concerns facing the Constitutional Convention, and the realities of U. S. foreign policy, 1880-1920. This section is followed by an outline of the review for the national examination. A list of 25 printed and audio-visual resources, a sample syllabus with suggestions for auxiliary assignments, and a suggested course outline are provided. The final section contains a student study guide to be used for content coverage in a survey course. This particular guide was specifically developed for Bailey and Kennedy's "The American Pageant" text. Two appendices contain information on the St. John's College (Baltimore) seminar method of instruction and sample documents to be used in conjunction with a seminar approach to instruction. (JB)

Accession Number: ED313276
AUTHOR: Patrick, John J.
TITLE: "The Federalist" in the Curriculum.
YEAR: 29 Jun 89
ABSTRACT:
"The Federalist Papers," a collection of 85 essays on the principles of republican government written to support the ratification of the Constitution of 1787,has been praised as an outstanding work by individuals ranging from such founding fathers as Thomas Jefferson and George Washington to contemporary scholars in history and government. Some basic constitutional concepts treated in "The Federalist" include: (1) majority rule with minority rights; (2) public order with private rights; and (3) national sovereignty with states' rights. Yet this classic work is only mentioned briefly, if at all, in high school textbooks. While it is possible that teachers may feel the central ideas of "The Federalist" are no longer applicable in contemporary classrooms or curricula or that the rhetoric is too difficult for the average student to comprehend, a credible case for the inclusion of these essays can be made. The reasons for making such a case are: (1) the essays are the keys to knowledge of constitutional government and citizenship in the United States; (2) "The Federalist Papers" reflect core values in the civic culture; and (3) these papers are directly connected to the curriculum of history, government, and civics. Strategies that could be used to introduce these materials into the curriculum are: (1) document based teaching and learning; (2) issue based teaching and learning; and (3) course-wide infusion of content. Education for constitutional democracy should not be viewed as an ideological exercise, but as an extension to each

new generation of citizens of the challenge confronted by James Madison and others of the founding period. (PPB)
NOTE: Paper presented at the Master Class for Teachers Program on James Madison and "The Federalist Papers" (Orange, VA, June 20-30, 1989). For Related documents, see ED 280 764, ED 292 740, ED 258 891, and SO 020 547.

Accession Number: ED313315
AUTHOR: Patrick, John J.
TITLE: Liberty and Order in Constitutional Government: Ideas and Issues in "The Federalist Papers."
YEAR: 1989
ABSTRACT:
This publication provides a brief introduction to core ideas of constitutional government in the United States as presented in "The Federalist" by Alexander Hamilton, James Madison, and John Jay. The first of "The Federalists" papers was written by Hamilton, who joined with Jay and Madison in this series of essays to refute the objections to the Constitution raised by the Anti-Federalists. Excerpts from both "The Federalists" and "The Anti-Federalists" series of publications are included. Both sides viewed liberty and order as the necessary ends of government, but could not agree as to what an acceptable balance between liberty and order would be. There was also disagreement within the Federalist camp. Hamilton argued that a strong central government was required to preserve the governmental integrity of the nation, and that checks and balances between the three branches of government would prevent any one branch from abusing its powers. Madison argued that government must have the power to maintain itself and perform its duties, but he spoke for limits to protect the liberty and security of the individual. Information and ideas that can be used in a Federalist/Anti-Federalist forum focusing on the primary issue of the balance between liberty and order are presented. Suggestions are made on how to structure and conduct the forums. A chronology of events associated with the Federalist/Anti-Federalist debate, a guide for teachers and forum leaders, a participant rating sheet for the forum, and a bibliography of 18 items are also included. (PPB)
NOTE: Virginia Jefferson Association, P. O. Box 1463, Richmond, VA 23212.
NOTE: For related documents, see ED 280 764, ED 292 740, ED 258 891, and SO 020 195.

Accession Number: ED285786
AUTHOR: Patrick, John J.
TITLE: Teaching about the U. S. Constitution and the Northwest Ordinance of 1787 in Secondary Schools.
YEAR: Jan 1987
ABSTRACT:
The U. S. Constitution and the Northwest Ordinance are foundations of U. S. civic culture. Since they are among the most important legacies U. S. citizens have, they deserve a prominent place in the curricula of schools and the general education of citizens. But most people do not adequately understand the Constitution and lack both awareness and knowledge of the Northwest Ordinance. Most secondary school U. S. history textbooks include less than one page on the Northwest Ordinance and it is not a part of the standard secondary school courses in civics and government. There also is a need for improvement in the quality and quantity of course content on the Constitution. Recent studies recommend using the concurrent anniversaries of the two documents as an opportunity to promote and emphasize both documents in the core curricula of secondary schools. The following concepts should be emphasized in history, government, and civics classes: (1) U. S. innovations in constitutional definition, constitution-making, and state-making; (2) historical and contemporary comparisons of constitutional change in the United States and variations in types of constitutions and governments around the world; and (3) international connections of U. S. constitutional government, both in their origins and subsequent global influences. (JHP)

Accession Number: ED292740
AUTHOR: Patrick, John J.
TITLE: Teaching the Federalist Papers. ERIC Digest.

YEAR: Feb 1988
ABSTRACT:
This digest discusses: (1) the main ideas contained in "The Federalist Papers"; (2) reasons for teaching "The Federalist Papers" in secondary schools; and (3) how to teach ideas of "The Federalist Papers." The authors of "The Federalist" held varying ideas about government, but strongly agreed on the fundamental ideas of republicanism, federalism, separation of powers, and free government. Ideas of "The Federalist" are essential elements of education for citizenship in the U. S. constitutional democracy, and they are keys to understanding how U. S. government works. Ideas of "The Federalist Papers" are congruent with the content of standard secondary social studies courses and can be infused into those courses. They can be used to teach core concepts of U. S. constitutional government, and excerpts from selected essays can be utilized to explicate these civic concepts. Ideas of "The Federalist" can be used to encourage deliberation, reflection, and rational decision-making. Teachers can abbreviate, annotate, and otherwise edit selections from the documents to aid comprehension and interpretation of main ideas by students. References and ERIC resources are given. (SM)
NOTE: ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.

Accession Number: ED322083
AUTHOR: Patrick, John J., and Others
TITLE: James Madison and "The Federalist Papers."
YEAR: 1990
ABSTRACT:
A collection of resources for high school history and government teachers and their students, this volume treats core ideas on constitutional government in the United States. James Madison's ideas as found in "The Federalist Papers" are examined in conjunction with their counterpoints in essays of the Anti-Federalist. This volume contains three main sections. Part 1 includes three papers that provide background information and ideas for teachers, "The Federalist Papers in the Curriculum" (John J. Patrick); "James Madison and the Founding of the Republic" (A. E. Dick Howard); and "The Constitutional Thought of the Anti-Federalists" (Murray Dry). Part 2 of the volume includes six lesson sets for high school students of U. S. history or government. Each lesson set consists of a teaching plan and accompanying lessons for students. Part 3 contains 13 primary documents: 7 papers by Madison in "The Federalist" and 6 papers by leading Anti-Federalists. A selected annotated bibliography (Earl P. Bell) provides teachers and students with additional information on Madison and "The Federalist Papers." (DB)
NOTE: Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Bloomington, IN 47408.

Accession Number: ED258891
AUTHOR: Patrick, John J., and Remy, Richard C.
TITLE: Lessons on the Constitution. Supplements to High School Courses in American History, Government and Civics.
YEAR: 1985
ABSTRACT:
These curriculum materials about various aspects of the United States Constitution are designed as supplements to high school courses in history, civics, and government. They include 60 original lessons for students, accompanied by lesson plans for teachers, and are divided into five chapters. Chapter I, "Documents of Freedom" includes the Constitution, amendments to the Constitution, amendments proposed but not ratified, and selected Federalist papers. Chapter II, "Origins and Purposes of the Constitution" covers the concept of a constitution, state constitutions, the Articles of Confederation, the Constitutional Convention, federalists and anti-federalists, the Bill of Rights, and the timetable of main events in the making of the Constitution. Chapter III, "Principles of Government in the Constitution," deals with the concept and operation of federalism, separation of powers, the judiciary, and civil liberties. Chapter IV, "Amending and Interpreting the Constitution," deals with amendments, constitutional conventions, political parties, and challenges to the Constitution. Chapter V, "Landmark Cases of the Supreme Court," analyzes 20 crucial Supreme Court cases. (IS)

NOTE: Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($19.50; 20% quantity discount).
NOTE: For related document, see ED 235 096. Produced for Project '87, a joint effort of the American Historical Association and the American Political Science Association.

Accession Number: ED293743
AUTHOR: Rhodehamel, John H.
TITLE: Letters of Liberty: A Documentary History of the U. S. Constitution.
YEAR: 1987
ABSTRACT:
Through an exploration of essential documents and writings that led to and derived from the creation of the U. S. Constitution, this book chronicles U. S. history from 1775 to 1791. Major sections include: (1) the origins of the Constitution; (2) America in 1787; (3) the grand federal convention; (4) ratification of the Constitution; (5) the first administration; and (6) the Bill of Rights. Each section includes historical information, pictures of documents, drawings, letters, and paintings, and explanatory materials concerning the primary documents. An illustrated time line, entitled "A Constitutional Chronology," is included. (JHP)
NOTE: This publication was made possible by a grant from the W. M. Keck Foundation.

Accession Number: EJ353163
AUTHOR: Risinger, C. Frederick
TITLE: Resources for Teaching about the U. S. Constitution and the Northwest Ordinance.
SOURCE: International Journal of Social Education (v2 n1 p99-108 Spr 1987)
YEAR: 1987
ABSTRACT:
Notes the importance of using documents in teaching social studies. Describes several sources which teachers can use to teach about the United States Constitution and the Northwest Ordinance in the bicentennial year of 1987. Describes and lists several organizations, programs, and materials. (RKM)
NOTE: UMI

Accession Number: ED322033
AUTHOR: Scott, Nancy
TITLE: A Look at Constitutional Checks and Balances: Study Sheets for U. S. History.
YEAR: 1990
ABSTRACT:
This document is intended as a resource guide for teachers to use in helping students to understand how the United States system of government operates. It examines the background, historical application, and current debate concerning the principle of checks and balances. Ten study sheets feature various figures and episodes prominently associated with the origins, development, and operation of the system. The study sheets provide the following features: background material; questions to test student knowledge; and answers to the questions. The topics include: (1) the 17th century English political philosopher John Lock; (2) the 18th century French political theorist Charles Louis Montesquieu; (3) State Governments (1776-1787); (4) "The Constitutional Convention (1787)"; (5) The Federalist Papers; (6) Marbury v. Madison (1803); (7) Andrew Jackson and the U. S. Bank Veto (1832); (8) Ronald Reagan--The Iran Contra Affair (1986-1987); (9) Reagan-Iran--Contra Affair (1986-1987), Editorial; and (10) Reagan--Iran Contra Affair (1986-1987), Public Opinion. In addition, nine historical examples, ranging from the assumption of war powers by Abraham Lincoln, through Franklin D. Roosevelt's "court packing" proposal, to Richard Nixon and the Watergate affair, are included for discussion. A list of references, a word search puzzle, and a crossword puzzle that tests for knowledge of constitutional checks and balances conclude the document. (DB)

Accession Number: EJ373849
AUTHOR: Smith, Ann R.
TITLE: A Teacher Reflects on the "Living Constitution".
YEAR: 1988

ABSTRACT:
Suggests that the United States Constitution be taught as a product of its times which nonetheless has evolved over the past two centuries. Recommends that secondary school students be required to read the Constitution, with attention to its brevity and generality, and to relate the document to current political affairs. (DMM)
NOTE: UMI

Accession Number: ED314311
AUTHOR: Urofsky, Melvin I., and Cox, Nancy
TITLE: From Confederation to Constitution: 1781-1789.
YEAR: 1988
ABSTRACT:
Students should achieve a higher level of understanding and appreciation of the evolving nature of the U. S. Constitution and its relevance to contemporary societal issues by studying historical documents from the period of time between the Articles of Confederation and the Constitution. This document begins with a history of that period and of the documents that were generated. A chronology of events from the Annapolis Convention of 17868 through Virginia's ratification of the Bill of Rights in 1791 follows along with a presentation of 27 documents, including: (1) the Articles of Confederation; (2) the Northwest Ordinance; (3) letters written by George Washington and Thomas Jefferson; (4) transcripts of various debates: (5) the Virginia and the New Jersey plans for Union; (6) the Constitution of the United States; (7) some of the papers from "The Federalist"; (8) amendments proposed by Massachusetts and Virginia; and (9) the Bill of Rights. A bibliographical essay suggests 29 items for further reading. An appendix offers high school lesson plans for three of the documents presented: (1) the Virginia plan for Union; (2) debate on executive power; and (3) debate on the judiciary, the veto, and the separate of powers. These plans include a brief pretest quiz, detailed plans for instructor and students, including definition of terms, recommended resources, and techniques for effective individual, small group, and whole class instruction, and essay and objective questions for use in posttesting. The lesson plans are adaptable for use with other documents. (JB)